



SciVerse ScienceDirect

Procedia - Social and Behavioral Sciences 31 (2012) 496 – 502

Procedia
Social and Behavioral Sciences

WCLTA 2011

Study of relationship between Emotional Intelligence (EI) and self-efficacy the case of the staff of the Hamedan Branch of Islamic Azad University

Sahar Azizian ^{a *}, Abas Samadi ^b

^a Young researchers club Hamedan branch, Islamic Azad University, Hamedan, Iran

^b Faculty of Engineering, Bu-Ali Sina University, Hamedan, Iran

Abstract

This research has been performed with the aim of determining the relation between emotional intelligence (EI) and self-efficacy of the staff of the Hamedan Branch of Islamic Azad University. The static domain of the research is composed of the staff of the mentioned university. In gathering the data the field method has been used and the measuring tools of emotional intelligence (EI), Questionary of Siber and vertical self-efficacy Questionary of Sherer and colleagues have been used. The data have been analyzed with the help of Kolmogorov-Smirnov test, Pearson Correlation, co efficacy of Espirmen, Watson test and linear analysis of Verrison. The results obtained from Pearson Correlation showed that there is a positive significant correlation between emotional intelligence (EI) and self-efficacy ($r=0.7$). Also Pearson Correlation shows that there is a positive significant correlation between self-awareness and self-efficacy ($r=0.7$) and a positive significant correlation between self-control and self-efficacy ($r=0.5$). Also from Pearson Correlation it was found a positive significant correlation between intimacy and self-efficacy ($r=0.4$) and a positive significant correlation social skills and self-efficacy ($r=0.5$). Espirmen Correlation shows that there is a positive significant correlation between self-motivation and self-efficacy ($r=0.3$).

Keywords; Emotional Intelligence (EI), Self-Efficacy, Self-Awareness, Self-Control, Intimacy, Social Skills, Self Motivation.

© 2011 Published by Elsevier Ltd. Selection and/or peer-review under responsibility of Prof. Hüseyin Uzunboylu.

Open access under [CC BY-NC-ND license](http://creativecommons.org/licenses/by-nc-nd/3.0/).

1. Introduction

In this research for gathering the data the field method has been used. The sample in this research has been based on Morgan table among 97 persons of Islamic Azad university staff in 2010. 120 questionnaires were distributed and at the end 104 questionnaires analyzed. 50% of the female repliers were with the age average of 34.67 and deviation criteria of 7.40 and 50% males with the age average 37.02 and deviation criteria of 6.28.

1.1 Research hypotheses

This study hypothesized that:

- There is a direct relationship between emotional intelligence (EI) and self-efficiency.
- There is a direct relationship between self motivation and self efficiency
- There is a direct relationship between intimacy and self efficiency
- There is a direct relationship between social skill and self efficiency.

* Sahar Azizian. Tel.:0098 09188173153

E-mail address: sahar_azizian251@yahoo.com

e) There is direct relationship between self control and self efficiency

1.2 Instruments

In the present research two types of measuring tools have been used as follows:

A- Siber emotional intelligence(EI) test

Emotional intelligence test of Siber is one of the tools used which has been set in form of Likert's multiple criteria. The main form of this test includes 70 questions and is composed of two parts; the first part includes 40 questions and the second 30. In the first part, each question is comprised of one situation of life, the replier must put himself in that situation and choose one of the choices that suits his mental mood, in the second part, in the beginning of each questions a made emotional story has been offered and the replier is asked to answer in regard to that story, the second part of this test has not been used as it is not in accordance with our culture.

In the primary performance of this test, the first part which consisted of 40 questions was used, in which 7 questions which had a low correlation with the total score were eliminated the final questions were 33, internal identity level of the test which consisted of 33 questions in the primary performance we used Cronbach's 85.9 method. This test's questions were related to the dimensions of emotional intelligence where the marks of each questions were calculated separately.

B- General self efficiency test of Shrerer and co-workers (GSE):

The other questionnaire used in this research has been made by Sherer and his co-workers (1982) in order to test the general self-efficiency beliefs of the individuals.

Perceptive achievements

In order to perform statistical methods and calculation of statistics of the suitable test and logical deductions about the research hypothesis the most important job before taking any actions in the selection of the suitable statistical method for the research.

As the method in mind is of the researcher is Regression, therefore before performing the Regression the following hypothesis should be provided.

1) Normal related alternative (errors should be normal).

Is a knowledge of the kind of the distribution of the data is of essential preference, and any research without observing this cannot be true, so in this research the valid test of "Kolmogorov-smirnov" has been used in order to evaluation and testing of the normalness of the research data. Therefore before taking any actions the test of the normalness of the data has been performed, and the results obtained from this test has been provided in table (1).

Table (1). Statistical test of Kolmogorov-smirnov in order to evaluate if the data are normal.

	Self motivation	Self awareness	Self control	Intimacy	Social skills	Emotional intelligence	Self efficiency
Number of the samples	104	104	104	104	104	104	104
Aggregate	20.6635	22.7308	21.7788	17.0673	14.6154	96.8558	46.0481
Deviation of the criteria	4.949447	6.53628	4.74384	3.85732	4.53531	18.12600	11.77242
Statistics	1.562	0.992	0.827	1.248	1.850	0.623	1.108
Kolmogrov-Esmirnovz meaningful level	0.015	0.278	0.500	0.089	0.466	0.832	0.172

As we can observe, in all cases except self motivation level of meaningfulness is bigger than 0.05 ($P\text{-value} > 0.05$). It shows that all editions except are acceptably normal but the self motivation edition. ($P\text{-value} = 0.015 < 0.05$) is not normal which will be explained in detail later.

2) Dependence of the errors.

The second hypothesis which has to be established for using Regirson is that errors are independent and for proving this hypothesis Dorbin Watson test has been used. If the amount of statistical test of Dorbin Watson is between 1.5 and 2.5, the independence hypothesis of the errors would be accepted.

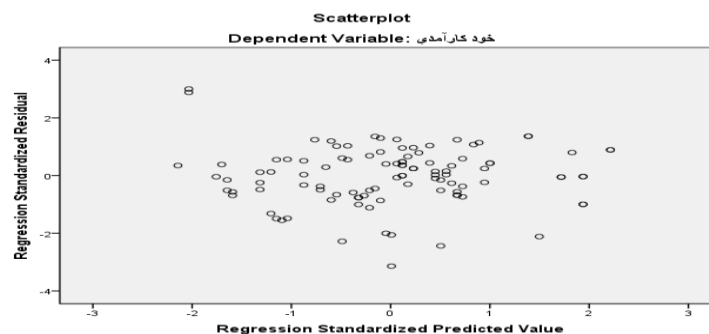
Table (2). Dorbin Watson's test for the independence of the errors.

Amount of the Dorbin Watson's statistics	STD	Co efficiency of determining the adjustment	RSQUER (R2)	R
1.93	8.31725	0.501	0.506	0.711*

As the amount of the statistic test of Dorbin Watson in this research is equal to 1.93, the independence hypothesis is valid. And also as the amount of the co efficiency of the determining of adjustment is 0.501 it means %50 of the self efficiency changes is explained by emotional intelligence.

3) When the Aggregate of the errors is zero.

If we notice figure (1, this hypothesis also becomes approved, because if a horizontal line is drawn from zero almost half of the points are above the line and half of them below the line, which shows that the error aggregate is zero.



Figure(1) the graph of the distribution of the dependent alternative

4) When the Variance of errors is fixed.

The fourth hypothesis for using Region is that variance of the errors is fixed, as we notice in diagram 2 variances have not increased gradually and are almost fixed, therefore this hypothesis is also proved.

5) Linear relation between dependent and independent variable.

The fifth hypothesis is for using the linear Region relation between dependant and independent variable and the below

Distribution diagram shows that there is a linear relation between emotion intelligence and self efficiency.

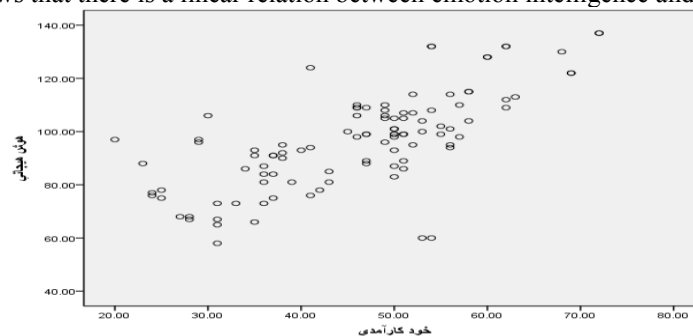


Figure 2. The graph of the distribution relation between dependant and independent variable.

As it is shown in table3 the co-efficiency of Pierson is 0.711 and positive, which is indicative of the linear relation between emotional intelligence and self efficiently or in other words emotional intelligence causes the increase of self efficiently and it's decrease causes in decrease in self-efficiency. Therefore this hypothesis is also proved.

Table 3. interrelationship between emotional intelligence and self efficiency.

Emotional intelligence	Self efficiency	Pierson interrelationship	P	Self efficiency
0.711	1			
0.000				
104	104	Number		

(P-value <0.0005)

It should be noted here that although our emotional intelligence is of the questions obtained graded scales but as for obtaining the mark of emotional intelligence we have used a total of these graded scales therefore our emotional intelligence has a low scale and using Pearson interrelationship co-efficiency in regard to the point that the emotional intelligence and self efficiency are normal is true here.

Now as all needed hypotheses for performing Region have been proved from now we perform Region. As it is observed in table (3) (sig= 0.000<0.05) means that our model is a meaningful model and we have the right to use Region.

Table (4). ANOVA test

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	7218.739	1	7218.739	104.352	.000a
Residual	7056.020	102	69.177		
Total	14274.760	103			

a. Predictors: (Constant),
b. Dependent Variable:

Now we are after the relationship between emotional intelligence and self-efficiency and we want to know if by having the work in emotional intelligence can we determine the individuals work in self-efficiency or not. by studying table (5) we notice that as the constant amount is (constant=1.314) but because (sig=0.769>0.05) so we ignore the constant amount and our equation becomes as follows:

$$Y=ax \longrightarrow \text{self-efficiency}=0.462 (\text{emotional intelligence})$$

Table (5). Studying the type of relationship between emotional intelligence and self efficiency Coefficient

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1 (Constant)	1.314	4.454	.295	.769
	.462	.045	.711	.000

a. Dependent Variable

Data Analysis

Answering the Research Hypotheses

a) **Q₁**: There is a direct relationship between emotional intelligence and self-efficiency, which as statistical point of view

Table 6: Interrelationship between emotional intelligence and self-efficiency.

Emotional intelligence	Self efficiency		
0.711	1	Pierson interrelationship	
0.000	104	P	Self efficiency
104		Number	

(P-value < 0.0005)

In regard with table (3) as (P-value < 0.0005)

There is a meaningful relation between emotional intelligence and self-efficiency in 99 percent level. Mean while as the level of interrelationship is equal to 0.711 we can conclude that the velocity of interrelationship is strong and the type of relationship is direct.

The statistics used for testing hypotheses 1 to 6 is similar. Therefore, the process of analyzing the tables is explained for first hypothesis only. For the other hypotheses, it is suffice to present the relevant tables along with brief description.

b) **Q₂**: there is a direct relationship between self-awareness and self-efficiency.

Table (7): Interrelationship between self awareness and self-efficiency.

Emotional intelligence	Self efficiency		
0.714	1	Pierson interrelationship	
0.000		P	Self efficiency
104	104	Number	

(P-value < 0.0005)

c) **Q₃**: There is direct relationship between self-control and self efficiency.

Table (8): Interrelationship between self control and self efficiency.

Self control	Self efficiency		
0.561**	1	Personal interrelationship	Self efficiency
0.000		Amount of P	
104	104	Number	

(P-Value < 0.0005)

d) **Q₄**: There is a direct relationship between self motivation and self efficiency.

Table (9): Interrelationship between self motivation and self-efficiency

Self motivation	Self efficiency		
0.397**	1	Spier man's Interrelationship	Self efficiency
0.000		Amount of P	
104	104	Number	

(P-Value < 0.0005)

e) **Q₅**: there is a direct relationship between intimacy and self efficiency.

Table (10): Interrelationship between intimacy and self efficiency

intimacy	Self efficiency		
0.486**	1	Pierson's Interrelationship	Self efficiency
0.000		Amount of P	
104	104	Number	

(P-Value < 0.0005)

f) **Q₆**: There is a direct relationship between social skill and self efficiency.

Table (11): Interrelationship between social skill and self efficiency.

Social skill	Self efficiency	Pierson's Interrelationship Amount of P Number	Self efficiency
0.572**	1		
0.000			
104	104		

(P-Value < 0.0005)

Table (12) Interrelationship matrix between minor editions of emotional intelligence and self efficiency.

Variable	1	2	3	4	5
Self efficiency	1				
Self awareness	0.714**	1			
Self control	0.561**	0.632**	1		
Intimacy	0.486**	0.595**	0.656**	1	
Social skill	0.572**	0.643**	0.582**	0.630**	1

(In all editions it is sig<0.0005)

According to the above table it is observed that there is a positive meaningful interrelationship between emotional intelligence and self efficiency. The highest interrelationship mark between self efficiency and self awareness is (In all editions it is sig<0.0005, r= 0.397)

Conclusion and suggestions

On base of gol man model the main hypothesis of the research is approved because:

- 1- self awareness variations showed a direct relationship with the self efficiency of the staff in the organization under research.
- 2- self control variation showed a direct relationship with the self efficiency of the staff of the organization under research.
- 3- self motivation variations showed a direct relationship with the self efficiency of the staff in the organization under research.
- 4- intimacy variations showed a direct relationship with the self efficiency of the staff in the organization under research.
- 5- social skill variations showed a direct relationship with the self efficiency of the staff in the organization under research.

Since the weakness of the individual's emotional intelligence can be compensated and this is one of the main difference of the emotional intelligence with intelligence quotient therefore it is necessary that the organization's manager's while studying and comparing the staff's emotional different aspects by training needed skill through service training provide the background for self efficiency and a better performance of the staff. In this way as the result of the hypothesis 1 of this research showed the strong interrelationship between self awareness and the self efficiency of the staff, therefore it is suggested that the managers hold training workshop for the increase in the self awareness of the staff.

Result of the hypothesis 2 showed an intermediate interrelationship between self control and self efficiency, self control also can increase by taking part in the training workshop.

The result of the hypothesis 3 although showed a weak interrelationship between self motivation and self efficiency but training the staff in order to increase in self motivation can be effective.

References

- Barsade, S. G. (2000). **The ripple effect: Emotional contagion in groups** . working paper: New Haven. CT: Yale University pres
- Bar-on, R. (1999) . **The emotional question inventory (EQ-I)**

- Bandura, Albert. (2000) **"Cultivate self-efficacy for personal and organizational effectiveness"**. Handbook of principles of organization behavior. oxford, uk: Blachwell. pp. 120-139
- Bandura, Albert. (1997) **Self-efficacy: the exercise of control**. New York.
- Caruso, D. R., & Wolff, C. (2001). **Emotional intelligence in the workplace**. In the emotional intelligence in everyday life: A Scientific inquiry . Edited by: Joseph Ciarrochi , Joseph .P. Forgas, . & John D. Mayer. psychology press.
- Cherniss, Carry , Ph.D., **"The Business Case for Emotional Intelligence"**, Rutgers University, 2002, www.einconsortium.org
- Ciarrochi, Joseph. Forgas, Joseph. D. Mayer, John, **"Emotional Intelligence in Everyday's Life"**, 2001, Philadelphia, PA: Psychology press
- Dearborn, Katie, **"Studies in EI Redefine our Approach to Leadership Development"**, Public Personnel Management, winter 2002, www.findarticles.com Emotional Intelligence", **"office of personnel Management"**, 2003, www.google.com
- Gist, M. E. (1989). **The influence of traening method on slf-efficacy and idea generation among managers**. Personnel Psychology. 42, 787-805
- Goleman, Daniel. Boyatzis, Richard. Mckee, Annie, **"Primal Leadership: The Hidden Driver Of Great Performance"**, Harvard Business Review, December 2001, 43-53
- Goleman, Daniel. Emmerling, Robert, **"Common Issues & Mistakes"**, October 2003, www.eiconsortium.org
- Greaves, Dr. Jane , Dr Brad berry , **"Team Emotional Intelligence"**, 2003 www.talentsmart.com Hein, Steve, **"Importance of Emotions and scenes"**, 2004, www.eqi.org
- Hein, Steve, **"Increasing Emotional Intelligence"**, 2004, www.eqi.org New Yourk : Basic Books.
- Liaw, E. ch. (2009). **Teacher efficservice teachers in taiwan: the influence of classroom teaching and group discussions**. Teaching and teacher 180 education, 25- 176
- Mayer, I.D & Salovey , P (1997) . **What is emotional intelligence** In P . Salovey & D.J Sluyter (Eds) , **Emotional Derelopment and Emotional Intelligence Educational Im plications**.
- Manya Arond, Thomas, **"Understanding EI can Help Alter Problem Behavior"**, Sept – Oct 2004, Physician Executive, www.findarticle.com /p/ article/mi – mo843
- Murray, Bridget , **"Does Emotional Intelligence Happen in work place "**, American Psychological Association, 1998 , www.google.com
- Miller, Mike, **"Emotinal Intelligence Helps succeed"**, credit union Magazine, Jul 1999, www.findarticles/p/articles
- Rosete , D. & Ciarrochi , J (2005) . **Emotional intelli gence and its relationship to work place performance outcomes of leadership effectireness** . leader ship & organization prelopment Journal. Vol.26no.5
- salovay, P. & mayer , J.D (1990) . **emotional intelligence .Imagination, cangnition . and per sonality**.
- Salovey, P , Carso , D., & Mayer , J.D (2002) . **Emotional intelligence**. In R.J. Sternberg (Ed) , hand book of Intelligence New Yourk: Cambridgs University press.
- salovey , P. Mayer , J.D & Caruso , D. (2000). **Models of emotional intelligence** . In J.D Strenbury (Ed) . Hand book of intelligence . Cam bridge , UK : Cam bridge University press.
- Thompson, Grey, **"Emotional Intelligence"**, October 2003 , www.google.com
- Thomson, Kevin, Welch, Stephen, **"Communication world"** . Sept 15, 1998, Communication World, www.findarticles.com (om/p) article/mi – m4422/lj – n8 – v15)